DOCUMENT RESUME

ED 217 595 EC 142 478

AUTHOR	Toole, Amy L.; And Others
TITLE	Parent Volunteer System: A Manual for Teachers. Preschool Program: A Regional Demonstration Program for Preschool Handicapped Children.
INSTITUTION	Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE	Sep 80
GRANT	G007800198
NOTE	41p.; Parts of the document have light and broken print. For related documents, see EC 142 479-487.
AVAILABLE FROM	Putnam/Northern Westchester BOCES, Preschool Program, French Hill School, Baldwin Rd., Yorktown Heights, NY 10598 ($5.00).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Disabilities; Paraprofessional School Personnel; *Parent Participation; *Preschool Education; Program Descriptions; *Volunteers

ABSTRACT

One of 10 documents developed for preschool programs for handicapped children, the manual focuses on the use of parent volunteers (or paraprofessionals) in the classroom. The introduction examines the program's purpose and rationale, provides an overview of the parent volunteer system, and considers recommended setting, and the appropriateness of the parent volunteer system for a given setting. The next section details the steps involved in using the system with subsections on the teacher responsibilities, how to introduce the parent volunteer system, writing the parent participation plan, and the parent training sessions (five times a year). Appendixes include questions (and answers) that parents ask about volunteering, a sample parent orientation session, and sample parent participation plan cards which give the parent specific instructions for the day. (DB)

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PARENT VOLUNTEER SYSTEM

A Manual for Teachers

Preschool Program: A Regional Demonstration Program for Preschool Handicapped Children.

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Putnam/Northern Westchester
Yorktown Heights, New York 10598
September 1980

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PREFACE

This manual is the result of the creativity and dedication of the teachers and parents of the Putnam/Northern Westchester Board of Cooperative Educational Services Preschool Program. The importance of parental involvement in programs for preschool handicapped children is well established. Parents are an integral part of all aspects of our program. They hold membership on the Advisory Council, help develop Individualized Educational Plans for their children, attend parent group meetings, and observe and participate in classroom activities.

The desire to involve parents in a meaningful way in the classroom led to the development of the Parent Volunteer System. The System was first pilot-tested in the Spring of 1979 in one preschool classroom for noncategorical handicapped children. The parents who participated in this test suggested modifications. Then, during the 1979-80 school year, three additional classes were involved in field testing. Both the parent volunteers and classroom teachers in these tests were enthusiastic about the potential of the System. Parents felt that their skills were utilized and that they learned new ones. Teachers reported that the System was easy to adapt to a classroom. The structured approach for incorporating volunteers into the classroom also clearly enabled the teachers to develop better individualized plans for the children.

While the Parent Volunteer System was developed for use in a preschool classroom, the format allows it to be useable by any teacher in any classroom with parents or other community volunteers.

I wish to acknowledge and thank the teachers and parents who participated in pilot and field testing this manual. Special thanks:

- To Ellen Boehm whose energy, enthusiasm and dedication to parents and children is evident in all her endeavors.
- To Carol Eagen for rewriting and rewriting.
- To Kathy Petisi, for her coordination of the printing and her contribution to the finished product.
- To Nancy Creegan, for her warm interpretation of our written activities into loving illustrations.
- To Kennith Goin, for his careful reading of the first edition and his suggestions for the revision.
- To Paul Irvine, Director of Special Education, and to the administration of the Putnam/Northern Westchester Board of Cooperative Educational Services for their continued support and encouragement.
- To the Bureau of the Education for the Handicapped, for their funding which made possible the development of this manual.

Amy L. Toole

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A. PURPOSE. The Parent Volunteer System was developed to involve parents in the classroom in an efficient and effective way. The purpose of this manual is to describe a system which can be utilized in any setting by any classroom teacher and be helpful to the classroom teacher in implementing a volunteer system.

The major goal of the Parent Volunteer System is to help teachers use parents as volunteers successfully and productively in the classroom through a step-by-step training program described in detail in this manual.

The second goal of the Parent Volunteer System is to help parents understand the individualized educational needs of all children and to give them the opportunity to learn skills in working with their own and other children.

B. RATIONALE. The use of volunteers is often cited as a method of decreasing costs of teacher aides and increasing adult-child ratio. More individualized instruction is possible if trained volunteers are available. Most parents are interested in their children's educational progress and are willing to help, if asked. By volunteering, parents have the opportunity to learn

to teach certain skills and learn to work with children in groups and individually. They also have the opportunity to see and learn about their child in a surrounding other than home. Some of the reasons parents have given for volunteering include the opportunity to:

1. See how the classroom program is run.
2. Observe how their own child functions in the classroom with adults and other children.
3. Interact with other than their own children.
4. Demonstrate an active interest in fostering their child's development.
5. Teach children and help a teacher who has stated a need for this assistance.
6. Observe the developmental and learning processes of children.
7. Observe the various ways the teacher handles inappropriate behavior of children.

Using parents as volunteers may also eliminate some of the problems encountered with community volunteers. Parental motiviation is usually high because their own and other children benefit from their participation in the volunteer program. Regular attendance also is generally higher with parent volunteers.

Few specific instructions or systems exist for implementing an effective volunteer system. It is for these reasons that the Parent Volunteer System was developed.

C. OVERVIEW OF PARENT VOLUNTEER SYSTEM. The methodology utilized in the Parent Volunteer System helps to ensure motivation and consistency. One reason for this is that the System is truly a volunteer system. Parents are asked to volunteer only if they feel it would be helpful to them. Initial group training is given before parents are given responsibilities. They are asked to choose one half day a week on which they will volunteer. A card file, of parent participation instructions, forms the major portion of the volunteer system. The card has specific instructions for the day for each parent.

The Parent Volunteer System materials consist of two major parts.

1. This manual which describes a system to be used in a classroom setting by a classroom teacher.
2. A catalog which describes activities for the parent to utilize in the classroom. The activities in the catalog are listed in developmental sequence and by skill areas so that the teacher can match the activities assigned to each parent volunteer, with the child's individualized educational plan. This catalog was developed for preschool handicapped children.

D. AUDIENCE. The System was developed primarily for classroom teachers in special education programs where the need for individualized instruction is imperative. However, the System could be used effectively in early childhood programs as well as in regular classrooms for primary age children. It may also be extended for use with any age group of children, even though the Parent Activity Catalog is written specifically for an early childhood population.

E. RECOMMENDED SETTING. The Parent Volunteer System works best in a highly structured classroom setting which follows a specific daily routine. This gives parents an opportunity to develop a working knowledge of what children are doing throughout the day, thereby allowing them to participate fully once they know the routine.

F. APPROPRIATENESS OF A PARENT VOLUNTEER SYSTEM IN YOUR SETTING. The System can only be successful in a setting where there is administrative support for utilization of volunteers. The philosophy of the administration where it is utilized must be one in which parents are expected to be active participants in school activities. The atmosphere must be honest and open toward parents, and there should be a team spirit among the staff and parents.

The classroom teacher is the primary facilitator of the Parent Volunteer System. The teacher must therefore be willing to train and work with parents in his or her classroom. The teacher should see the System as a method of providing additional individualized attention to children although time is required of the teacher in setting up and organizing for parent participation.

Requirements for Teachers. The teacher must be willing to devote at least the amount of time specified below:

1. At least one hour initially, to familiarize him or herself with the manual and the catalog.
2. Time before and after each class (approximately five minutes) in order to choose activities for the parent, evaluate these activities, and set up the parent participation plan.

3. Time after class to answer any questions from parent volunteers.
4. Two hours five times a year to prepare for the parent training workshops and to lead those training sessions.

Requirement for Parents. In order for parents to achieve success in utilizing the System, certain basic requirements are necessary. These include:

1. Basic reading skills, for reading the instructions from the parent participation plan and the parent activities catalog. (The plan and the catalog could be modified by the teacher to meet the specific needs and abilities of the parent volunteers).
2. A willingness to follow directions.
3. A sense of responsibility toward the rules of the system.
4. A sincere interest in working with children.
5. An availability and willingness to commit themselves to attend on specific days and times.

If the philosophy of your program is similar to the requirements mentioned above and there is a willingness on the part of the teachers and parents to assume those responsibilities, the Parent Volunteer System should be a success in your environment.

II. STEPS INVOLVED IN USING THE PARENT VOLUNTEER SYSTEM

A. TEACHER RESPONSIBILITIES. The following is a list of the steps teachers should take in order to introduce the system effectively:

1. Gain familiarity with the manual and catalog by reading through each item thoroughly during the first week of school or prior to the opening of school.
2. Introduce the Parent Volunteer System concept to the parents. It is important that the parents understand the complete system and how it operates so that they can decide for themselves whether or not they wish to participate. A suggested format for introducing the Parent Volunteer System will be described later in this manual on pages 10 - 12 .
3. Contact all parents on a one-to-one basis and ask if they are interested in participating. Record the days and times parents are available for volunteer work.
4. Prepare a schedule which includes a.m. and p.m. sessions and the names of all volunteers.

5. Prepare a substitute list, with names of parents who said that they would like to substitute, and distribute it and the schedule to parents who are volunteering on a regular basis.
6. Write the parent participation plan for the class. This will be described later in this manual on pages 13 and 14.
7. Schedule parent training meetings for the year, and distribute the schedule with the topics to be presented to parents who are volunteering and substituting.
8. Schedule a day and time, during the month of October, for each parent to come in on an individual basis and observe the classroom without actually participating.
9. Begin the volunteer system in the classroom some time in the beginning of November.

ANNUAL TIMELINE FOR UTILIZING THE PARENT VOLUNTEER SYSTEM

	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	June
Familiarize Self w/Materials	X									
Introduce Concept to Parents	X									
Write up List of Parent Volunteers, Subs and Parent Participation Plan	X									
Parent Observations		X								
Parent Training		X	X			X		X	X	
Initiate Volunteer System			X							
Breakfast for Parents										X

This is the schedule devised for preparation and development of this parent volunteer system.

B. HOW TO INTRODUCE THE PARENT VOLUNTEER SYSTEM. The teacher should hold a parent meeting during the month of September to introduce the System to the entire group of parents with whom he or she works. The teacher may utilize an existing parent group meeting for this purpose and add the Parent Volunteer System to the agenda.

The Parent Volunteer System should be described as it has been described in the preceding pages of this manual. The teacher should review the rationale for this System and the need for volunteers in the classroom setting. An emphasis should be placed on how the use of volunteers will help give the children the adult/pupil time necessary for more rapid growth in skill areas and will also give the parents help in learning to work with their own and other children.

The volunteer system should be described to the parents as truly just that -- a volunteer system. Only parents who really feel that volunteering would be beneficial to them should ask to volunteer. References should be made to the reasons why other parents have volunteered, as listed in the rationale of this manual, as well as to the benefits of using the Parent Volunteer System. Weaknesses of the System should also be pointed out. These would include the fact that parents may feel very uncomfortable working within the same setting as their child and, that initially, they may be a disrupting factor in the classroom. The children will need time to adjust to their parent's presence in the classroom.

It should be noted however, that most children make this adjustment after several sessions. This is especially true if the teacher and parents have prepared the children in advance, stressing that the parent is there to help the teacher and all the children in the class.

Emphasis should be placed on the amount of parent training which will be given to ensure that the parents know what to do within the classroom. It should be stated that formal parent training will be held only five times per year, and it should be stressed that the parents participate in this training. A suggested schedule for a parent training session is provided later in this manual, on pages 17 - 19. Emphasis should also be placed on the fact that opportunities will exist daily for the parent to have his or her own questions answered regarding what has occurred in the classroom.

The teacher should be certain to mention the prerequisite requirements, stressing that it is the parent's responsibility to participate on a regular basis.

The Substitute Rule should be explained to the parents; that is, they can be substitute volunteers if they do not wish to volunteer on a regular basis. Also, it is the volunteer parent's responsibility to contact a substitute, if he or she is unable to make it to the classroom, and to arrange for the substitute to follow-up on what he or she would have been doing that day.

For those parents who have young children at home, baby-sitting for each other's children allows both parents to volunteer.

The parents should also understand that parent participation plans will be available when they arrive in the classroom which will explain to them in detail everything that they should do during that day. This will alleviate any anxieties they may have regarding their responsibilities. The parents will also be given opportunities to observe prior to their actual participation in the classroom.

Parents should be given the opportunity to ask questions. Included in Appendix A are some typical questions and concerns raised by parents when the Volunteer System is introduced. It is often helpful to have former volunteers, who are enthusiastic about participating in the classroom, present at the introductory meeting. Their enthusiasm for the System is contagious and they can encourage new parents to participate.

A sample PARENT ORIENTATION SESSION is included in Appendix B.

C. WRITING THE PARENT PARTICIPATION PLAN. The parent participation plan is a core element of the Parent Volunteer System. It outlines the specific duties that the parent will perform each day. In order for a teacher to utilize volunteers in his or her classroom, it is suggested that:

1. The daily routine of the classroom be written down on a 5 x 8 index card. The following is an example of a schedule from a half-day preschool program.

DAILY SCHEDULE

8:30	Children arrive -- hang up coats, etc. Free Play
8:50	Opening exercises -- attendance, days of the week, show and tell.
9:15	Individual Work Stations
10:00	Clean up
10:10	Circle Time -- songs, finger plays
10:20	Flop Out -- quiet reading, listening to records
10:30	Snack
10:45	Outside Play/Gross Motor Activity
11:00	Children depart

2. The teacher should identify how the parent can be included in parts of the daily routine. The following is an example of this step of the process:

DAILY SCHEDULE	PARENT PARTICIPATION PLAN
8:30 Children arrive -- hang up coats, etc. Free Play	Help children take off coats Talk with children as they play
8:50 Opening exercises, attendance, days of the week, show and tell	Sit with Joey during exercises
9:15 Individual Work Stations	Do activity C-4* with each child
10:00 Clean up	Have last child help put activity away
10:10 Circle Time -- songs, finger plays	Sit in circle with children
10:20 Flop Out -- quiet reading, listening to records	Set up for snack and sit at table with children
10:30 Snack	10:40 Clean up after snack
10:45 Outside Play/Gross Motor Activity	Help children on with coats Go outside
11:00 Children depart	

* C-4 refers to an activity in the Parent Activity Catalog. The teacher could write the activity on the back of the card so parents would not have to refer to the catalog.

3. The teacher should do a task analysis of each activity in which the parent will be participating so that the parent's responsibilities are perfectly clear. For example, if the teacher were to write down the instruction, "Interact with child," beneath that possible activ- should be listed, such as: help the children take of their coats as they come in and talk to them during free play. If the teacher writes, "Set up for snack," beneath that she or he should write, "All the snack materials are in the closet by the sink. Get them out and set the table so that each child receives a place mat, a cup, and a pitcher. Place a basket of cookies, with only enough cookies for two apiece, at the center of table." Or, if the teacher were to write, "Sit in a circle and participate," she or he should make it clear that the parent is expected to sit on the floor, not on a chair, next to Johnny and help him clap, etc.

4. These responsibilities should be outlined on an index card which becomes the master card for that parent.

5. Once this master card is prepared, the teacher should assign the parent a particular activity, which is designed for reviewing concepts already introduced to the children. For example, the teacher might select one or several activities listed in the Parent Activity Catalog, which the

parent would do with a particular child, a group of children or all of the children on a rotating basis. The number of the activity from the catalog should be listed on the card and the time allotted for the activity should be indicated.

6. The master card should contain a greeting to the parent and his or her name. The teacher should write "please" and "thank you" on the card.

7. The teacher should write up one basic parent participation plan card for each parent and then Xerox a number of copies. In this way, only the activities in the activity catalog need be written in and each parent receives a card with his or her own name on it.

8. Parents can write the names of any children who had difficulty with the activity or any other comments on the back of the card.

9. The teacher should identify where the card can be located daily. It could be hung with a magnet on a filing cabinet or placed on a bulletin board. It should be easily accessible, so the parent can refer to it throughout the day.

10. File cards after use for future reference. Several examples of parent participation plan cards are included in Appendix C.

D. PARENT TRAINING SESSIONS. Parent training is crucial for the success of the Parent Volunteer System. The classroom teacher conducts the training. It is suggested that training be held five times a year. Initial training sets the tone for the implementation of the system. While formal training sessions are suggested, it is important to remember that training is on-going every day a parent is in the classroom. The concept of the Parent Volunteer System is introduced to the parents in September. However, no formal training is begun at that time. The suggested format for additional training is as follows:

October - First Formal Training Session

1. Introduce and review the System again.
2. Take parents on a tour of the classroom -- show where supplies are kept, coats are placed, spare clothing stored, snack materials used, etc.
3. Review Parent Activity Catalog and other materials parents will be using. Describe any terms that are not self-explanatory.
4. Review the factors to be considered in working with groups.
   a) Keep group size small enough to eliminate long waiting periods.
   b) Children's attention spans vary; you may have to change the activity or have a story ready to keep the group for the designated time.
   c) Keep activity simple; make instructions clear. Demonstrate directions or give examples.

d) Be sure all children are included and succeed at their own level.

e) Don't single out a winner. Each child should experience success and feel good about participating.

f) Let children solve problems by themselves.

g) Use a positive approach.

h) Give only as much help as the child needs to succeed: don't do it for the child.

i) Give genuine praise for success: don't overdo it. Success in itself feels good.

5. Review discipline policies: Corporal punishment is not allowed for any reason. Volunteers need to know the following:

a) Classroom rules. For example, if a child hits someone or throws something," time-out " is used.

b) Reinforcement techniques.

- Importance of consistency -- do what you say, do what has been prescribed.
- Importance of timing -- reinforcement should follow behavior to be enhanced or extinguished.

c) Team support of any decision.

- If anyone disagrees with the way an individual handles a situation, it is discussed after school.
- It is important to support whatever disciplinary action someone else takes. (consistency)

d) Individual children.

- Identify any special behavior and reinforcement to be used with specific children.
- Review special problems of particular children.
- Report unusual behavior and events to teacher after class.

6. Outline the curriculum: Review basic concepts to be introduced during the year.
7. State confidentiality policy: Children should not be discussed outside the classroom. Give an example: Most parents would not like to hear their child being discussed by another volunteer in the supermarket.
8. Encourage discussion:
   a) Answer questions parents may have regarding the classroom routine.
   b) Survey parents strengths and interests, so these can be used in the classroom.
   c) Discuss how volunteering will meet their needs and interests.

November - Feedback

1. At this meeting, elicit feedback from the parents regarding their first experiences in the classroom.
2. Answer any questions they may have.
3. Survey the strengths and interests of the parents and discuss how to incorporate these special qualities into the parents' volunteer work.
4. Re-emphasize the importance of consistent attendance and confidentiality.

February - Dealing with Individual Children

At this point, parents should be familiar with most of the children.

1. Discuss what each child responds to best.
2. Discuss the strengths and weaknesses of the children.
3. Elicit successful experiences the parents have had in working with the children.

April - Discussion on Child Development

1. Have parents discuss where they have seen children's growth and development.
2. Then explain why particular activities are chosen for particular children based on their level of development.

May - Review of Experiences

1. Feedback from parents should be obtained, and a discussion of their experiences should occur.
2. Give parents the Parent Volunteer System questionnaire to fill out so that you can improve the use of this system in your classroom.

June - "Thank You" Meeting

During the month of June, a breakfast or luncheon should be held for the parents.

1. Have a corsage or some little token of rememberance for the parents as well as a nice breakfast or luncheon planned.
2. The teacher and the staff should serve all of the food and really make this a formalized "thank you" for all the work that the parents have done during the year.
3. This should be viewed as an opportunity for the parents to socialize with each other.
4. Results of the Parent Volunteer Questionnaire should be given and discussed.
5. The program administrator should be available to come to the event, meet casually with the parents, and give his or her thanks to them for their hard work during the year.

SUMMARY

This manual provides a framework for teachers to develop a parent volunteer system in their classrooms.

The system may also be used with paraprofessionals or teacher aides, as well as with parents. When these groups are included, the training session schedule would need to be modified to reflect the involvement of regular staff members. For example, if teacher aides were to use the System, the topics suggested for October could be covered before the opening of school in September.

Topics suggested in this manual, such as confidentiality, discipline and curriculum are appropriate for any personnel working in a classroom situation.

The system described in this manual facilitates incorporating parents into the daily routine of the classroom. Training should be provided to assist parents in all aspects of their volunteer work. The training should be tailored to

the particular classroom, school and community.

Sharing the educational process with parents may be difficult at times. However, the benefits for children, parents and teachers far outweigh the disadvantages.

APPENDICES

Appendix A	Questions Parents Ask About Volunteering
Appendix B	Parent Orientation Session
Appendix C	Sample Parent Participation Plan Card

APPENDIX A

QUESTIONS PARENTS ASK ABOUT VOLUNTEERING

This section is provided as a sample of some questions parents have asked about volunteering in the classroom. It could be duplicated and distributed to parents at the introductory meeting as a way of encouraging discussion about the Parent Volunteer System.

The "answers" provided are only suggestions. Each program and teacher should respond on the basis of their school's policies.

1. Why should I volunteer?

   There are many reasons why parents volunteer: To observe their child and learn about his/her development and style of learning; to learn other ways of teaching the child; and to share their skills and talents with all the children.

2. How will I know what to do in the classroom?

   Each parent will receive an individualized parent participation plan card. This card will show what you should do during the day.

Training sessions will be held throughout the year to help parents work in the classroom.

3. What if I get confused by the directions on the Parent Participation Plan Card?

   We usually suggest that parents arrive at least 5 minutes before they are scheduled to volunteer so they can review the plan and ask the teacher questions before the children arrive. If you are confused about how to conduct an activity, you can:

a) Do the best you can -- make up an activity.

b) Write your question on the card.

c) Ask the teacher when he/she is not involved with a child or group of children. DO NOT INTERRUPT the teacher.

4. My child doesn't like to share me with others. Won't this be a problem in the classroom?

Some children will have difficulty adjusting to their parents being in the classroom. However, if you prepare your child in advance, it may not be such a problem. Usually all the children adjust within a few weeks.

5. What do I do if my child misbehaves in school?

If he/she misbehaves in a large group teacher-directed activity, the teacher will respond to the situation. If your child is working with you in a small group, you will be responsible for helping him/her. Specific situations can be discussed with the teacher after class and appropriate techniques will be developed.

6. What should I do if I can't come in one day?

If possible, we suggest that those parents who can't volunteer every week, be available as substitutes. A list of possible substitute volunteers and their phone numbers is given to each parent volunteer. It is then your responsibility to arrange for someone to take your place if you are sick or can't volunteer for any reason. If no substitute volunteers are available, call the teacher so that he/she can plan the day accordingly.

7. I would like to volunteer, but I have a young child at home. Do you have any suggestions?

   If there are several parents with young children, perhaps you could babysit for each other's children one day a week and alternate volunteering in the classroom.

8. Will my volunteering become part of my child's records?

   - Your participation may be noted on your child's Individualized Educational Plan under general information about the child's program.
   - Many programs also keep a record of the number of contacts between teachers and parents, and this might become part of your child's record too.

9. Will my child be penalized if I don't volunteer?

   The Parent Volunteer System is a volunteer system. Not all parents can or want to be involved in the classroom. All the children benefit from this program since there will be higher adult-pupil ratio. But no child is penalized because his or her parents were unable to participate.

APPENDIX B

PARENT ORIENTATION SESSION

Welcome to our first parent meeting of the year. As you know, we will have meetings once each month and it is very important that you attend these meetings, so we can work together to help your children. You, the parents, are very important to the success of our program. Besides attending these monthly meetings, you can also become involved in the classroom as a parent volunteer.

This involves:

1. Spending one half day every week or every other week in the classroom -- in other words, one parent signs up for Monday mornings or two parents agreeing to come in on alternate Mondays.

   For those of you with young children, perhaps you could alternate babysitting for each other's child so that you both could volunteer.

2. Committing yourself to coming on a certain day, since I plan the day around your participation.

   I would also like those of you who are unable to commit yourselves to being here every week to consider being substitute volunteers. That way if one of the regular parent volunteers is unable to come one day because their child or they are sick, someone will still be available to help out in the classroom. It is the parent volunteers' responsibility to contact someone from the substitute list if they are not able to participate.

3. Observing the classroom before working in it.
   This gives you the opportunity of seeing the classroom in action, and getting familiar with the routine and all of the children in the class.
   As a parent volunteer, every day you will be given a card that explains what you are to do. (Hand out sample cards). We will review this later.
4. Using your special skills or interests, such as cooking or art. If you would like to work with the children, in a particular area this desire will be incorporated into your parent participation plan.
5. Attending Parent Training Sessions. These are specifically designed for Parent Volunteers and will be held about five times throughout the year before or after these more general group meetings.

There are many reasons why I like and want to have parents volunteer to help in the classroom, but the most important is that each child gets more individual attention. All of the children have different needs, and by having another person (you) in the room working with them, they all get that little bit of extra attention.

Some parents wonder if it is difficult to work in the class with their own child. Our experience has been that for some children and parents, it is difficult -- the child cries or clings to the parent -- but that after one or two sessions, it is not a problem.

For this meeting, I have invited two parents who volunteered last year to speak with you about their reactions to working in the classroom.

Do you have any questions about what is expected of you as parent volunteers?

APPENDIX C: SAMPLE PARENT PARTICIPATION PLAN CARDS

Good Afternoon Mrs. Jones

1. As children come in please talk to them freely and help them with their coats, hats, etc. (do not do it for them).
2. During free play walk around and talk to children.
3. Sit in circle on floor with us during opening exercises.
* 4. Group activity -- see back of card for instruction. *
5. Help with clean up.
6. Set up for snack and then join songs.
7. Help children with coats.
8. Clean up from snack

I hope you enjoyed it.

Many thanks

APPENDIX C: SAMPLE PARENT PARTICIPATION PLAN CARDS

Good Morning Mrs. Smith

1. Please help the children hang their coats up.
2. Interact with children during free play. Talk with them about what they're doing.
3. Sit on the floor with us for group. Help reinforce appropriate behavior. (Praise good listeners, helpers, etc.).
4. Please take children one at a time and work on identifying body parts. Have child point to different parts of his body as you name them. (Put your hand on your head, ear, nose). Then have the child tell you to point to different parts of <u>your</u> body and you do it. Make a mistake sometimes to see if he notices!
5. Help us with snack. (Set up, clean up)
6. Join us in a game or activity. Help the children with their coats.

Thanks for your help! Hope you had an enjoyable day.

APPENDIX C: SAMPLE PARENT PARTICIPATION PLAN CARDS

Good Afternoon Mr. Phelps

1. Help the children hang their coats up.
2. Sit on the floor with us for group. Help reinforce appropriate behavior. (Praise good listeners, helpers, etc.).
3. Join us in a gross motor activity. (Model for children).
4. Please take one child at a time and do the following activity:
   Using different colored one inch cubes, make a pattern by placing a yellow block on the bottom, then green, then orange, then blue. Ask child to find same blocks in . in carton and make a design just like yours. Make it more simple (only 2 blocks) for the child who is young or more complicated for the older child.
5. Help us with snack.
6. Join us in a game or activity. Help with coats.

Many thanks for helping! I hope you enjoyed your day.

APPENDIX C: SAMPLE PARENT PARTICIPATION PLAN CARDS

Good Morning Mrs. Grey

1. Talk to the children as they come in.
2. Join into the circle for Name Time.
3. Help Judy take the children to the bathroom.
4. Take 2 children at a time:

   Use the "feely box".

   Place 6 objects in the box.

   Children put their hands in the box and try to tell you one object they feel.

   Then ask the child to reach into the box and get the specific object you ask for without looking.
5. Set up for snack.
6. Sit with Margaret during the story.
7. Please help with coats.

Thank you for your help! See you next week.

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